

School Activities



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School Activities

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As the Editor Sees It

Mr. E. A. Thomas, who has been Commissioner of the Kansas High School Activities Association since it was organized in 1937, retired from his position on January first. Previous to that he was a member of the old State Athletic Association's Board of Control, and its Executive Secretary, for ten years.

This Association—the best in the country—is unique for several reasons: (1) it has complete coverage of all extracurricular activities; it controls all interscholastic activities—athletics, debating, music, speech, drama, etc., and annually promotes all kinds of conferences, clinics, workshops, and festivals for these and other activities—student council, school publications, clubs, youth groups, assemblies, cheerleading, etc.; (2) its eligibility, participation, and other regulations are strict and wholesome—and are enforced; (3) it examines and accredits all officials (incidentally, these officials not only rate gymnasium, field, locker room, and other facilities but also the general cooperation of coaches and principals, and the sportsmanship of the spectators; (4) it publishes an interesting and pertinent monthly magazine, **KANSAS HIGH SCHOOL ACTIVITIES ASSOCIATION JOURNAL**; and (5) it now has its own headquarters, a brand new, very attractive, useful, and well-located building in Topeka.

All states have an athletic association, but most of them have little else. Kansas has set an excellent example of how such an association, through its elected Board of Control and full-time professional staff, can organize, promote, and handle all activities.

And Mr. Thomas has set an excellent example of how a vigorous, farseeing, and dedicated top officer can promote the development of all high school activities—and keep them healthy.

Mr. Thomas has made an outstanding contribution to the field of extracurricular activities.

His position as Commissioner has been filled by his ten-year assistant, Mr. Karl H. Kopelk, former high school teacher, coach, and athletic director—another competent in this field.

We still believe that about the poorest place in which to hold a student council or other

conference is the large city with its shows, amusements, stores, parks, beaches, and other distractions; and that about the best place is the smaller city or town which has few or none of these.

From a recent newspaper story of a high school basketball game—"Coach ——— stated that he would never bring another team to ———." At this game the attitude and actions of the spectators were so thoroughly disgraceful that at one point the officials threatened to stop the game. So we can hardly blame the coach who made this statement.

We have always thought that "good sportsmanship"—on the part of both players and spectators—was one of the goals of interscholastic athletics. And it is—in most schools. Where it isn't, it must be made so. Promoting the development of respect for, and courtesy to, visiting teams, coaches, and officials is a worthy student council project in almost any school.

We have been examining quite a stack of college entrance application and recommendation forms, and find that in every single one of them considerable space is allocated to the applicant's record in extracurricular activities participation. A few years ago such forms made no such provision.

This present interest in participation can be attributed to two factors: (1) to the increased recognition of the place and value of these activities; and (2) to The National Association of Secondary School Principals which, for more than fifteen years, has stressed this place and value on its suggested and copyrighted forms.

Almost time again for the usual round of spring parties, and time to emphasize that such a social affair is **THE** event of the evening, not a mere pre-party party. Although the school cannot be held responsible for what happens following a social event, it **CAN** and **SHOULD**: (1) do its best to make the event attractive and profitable; and (2) educate students and parents to appreciate the fact that these post-party parties are always dangerous.

Better efficiency is acquired through the process of planning, observation, comparison, evaluation, work, improvement. "Make your council better—evaluate."

The Value of Evaluation

HOW WOULD YOU ANSWER THESE TWO QUESTIONS? (1) Has your student council accomplished anything worth-while during the past year? (2) Was your student council beneficial to your school? Undoubtedly, your answer to both questions would be, "Yes, of course." If you were then asked, "How do you know?" your answer might be, "Well, I just know." This represents a kind of evaluation, but not a very convincing kind.

What does evaluation mean? It means a periodic check of organization and activities for the purpose of ascertaining the value of your work. There are many devices for evaluative ends, such as a detailed questionnaire, a discussion group, specialized committee, check lists, written reports, etc. No single kind of device is sufficient to gain the opinions of the student body, the faculty, the principal, and the student council. So all kinds should be used.

There are several values to be gained from evaluation. For example, the following are important outcomes.

Improvement. This is, of course, the main purpose of all evaluation. The activities a council

MARVIN BOWMAN

President

Student Cooperative Association

Cradock High School

Cradock, Virginia

undertakes should be well thought-out and planned in order to avoid difficulties. Serious problems should be few in such thoughtful organization. But evaluation points out difficulties which did arise, and these can be avoided or successfully met if, as, and when the particular projects are repeated.

Versatility. Evaluation will show whether or not your council has a program of varied activities. Obviously, a student council should not remain the same year after year, nor should its projects be repetitious. New ideas, plans, and activities should be brought in and added to those which were successful.

Evaluation will show which activities were most profitable or successful. Then those projects which were unprofitable or unsuccessful can be studied in order to discover the reasons for failure. Probably some of these projects can thereby be done better the next time. Those which show no promise of improvement can be dropped.

Long-range Plan. In addition to being well-planned and promoted, activities could be properly spaced throughout the year. Don't have all of your projects crowded into a month or two, or planned on the spur of the moment—think ahead. What would your council like to do to help the school? Draw up a list of possible activities, select those which appear to be in your proper area, and then space them throughout the year. This will make for better participation and more adequate planning. This, too, represents an important form of evaluation.

Usefulness. Are your council plans going to benefit your school and community? Do your activities really help all the students or only a few? Are they planned largely for their publicity value? (Often very important council policies and projects have little publicity value.) How can you know whether or not your projects

Our Cover

The upper picture shows the dramatic climax to "The Storm," dramatic production, presented by thespians of the Central High School, Springfield, Missouri. It was the first live television drama to be presented over a Missouri Ozarks television station, and one of the first to be presented by a high school dramatics class on commercial TV. A picture in the article shows the production crew producing snow outside the window on the set for television production. See story, with picture, on page 217.

The lower picture shows members of the band of Suffern High School, Suffern, New York, participating in the fund raising Flag Drive. Students are "canvassing the city" endeavoring to "have a Flag in every home;" and in the meantime, raise much-needed funds for the many things that are needed to promote activities in the average secondary school. A picture included in the article shows the music director and the president of the band discussing the Flag Drive with band members, twirlers, and the assistant band director. See story, with picture, on page 215.

help the students, the school, and the community unless you make deliberate and intelligent efforts to find out?

Educational Merit. Student council activities should be educationally valuable. Dances, parties, carnivals, entertainments, and similar activities provide fun and recreation but often some of them may not be particularly educative. Now education is the main purpose of the schools; therefore, a council project should provide opportunities for students to improve themselves. Evaluation can help to prevent a one-sided schedule of activities.

Community Approval. People in the community usually judge a school by the activities it promotes and by the publicity these receive. Therefore it is highly important that these activities be both creditable and well done. These ends can never be achieved without continuous evaluation.

Students judge the student council's work by what they see and hear. A council may feel, after their own evaluation, that a project has been successful, but the viewpoint of the students, brought out in another type of evaluation, may be just the opposite. The council may be right, but the students also may be right. In such cases of apparent disagreement further study is necessary.

An educational program designed to show the students, teachers, and townsfolk what the council's goals are will help them to judge activities fairly and more accurately. Sad to say, many student councils do not provide this education and so miss the golden opportunity for making friends and supporters.

The evaluative policy of the council should provide for two types of measurement: (1) one which comes immediately following each and every project or promotion; and (2) a more extensive and inclusive general survey at the end of each term. A summary of these term surveys will then show the extent to which the council has achieved its objectives.

Finally, it must be remembered then that a good program of evaluation: (1) is continuous; (2) concerns all phases of organization, activities, and promotions; (3) is carefully written out and filed for later use; and (4) is actually used for subsequent improvement.

Make your student council better—evaluate!
Make your school better—evaluate!

Feet on the Ground

E. A. THOMAS
Executive Secretary
The K.S.H.S.A. Association
Topeka, Kansas

This is the season of the year when all of us engage in the long-time custom of selecting all-star football teams and the local fans become enthused over doing something for the boys who have brought honor and glory to their schools and communities by turning in all-victorious or undefeated records.

Newspapers and radio stations publicize all-star teams representing leagues, regions, and state. There once was a time when these selections were taken quite seriously and some even considered them to be official selections. The subsequent records of many of those selected, in comparison with some of the other boys who failed to make the all-star teams, proved that any attempt to pick the best eleven boys for the respective positions was impossible, as far as individual ability was concerned.

Such selections are much more numerous now than in former years and many more boys are recognized. This is all to the good, but perhaps the one obvious fact that time has proved is that one selection is about as good as another if similar care and study go into the efforts of choosing.

College and university coaches have long since abandoned the practice of offering scholarships to boys on the basis of their all-star ratings and the list of boys who have been chosen for all-star high school berths and who have failed to make the grade in the more strenuous college ranks, is a long one.

Many high school coaches are smitten with the idea that certain of their boys will be sure-fire hits in college and "go out on a limb" without careful consideration in an effort to help the players obtain college scholarships and recognition. The fall is vastly more injurious when the ones touted for greatness fail to make the grade. Many experienced coaches have learned their lessons but young coaches still are often guilty of imaginations that are much too vivid.

If and when there is a universal understanding that boys should play high school football for the pleasure, physical development, self-

discipline, and lessons in good sportsmanship that are available in a well-directed program of football activities, rather than for the purpose of making somebody's all-star team or basking in the glory of other types of glamorous recognition, the better it will be for the boys individually and for high school athletics in general.

Many of our successful high school coaches

should be admired for their sane and sensible attitude toward the whole athletic program and the manner in which they manage to keep their own feet on the ground and thus deter their boys from being carried away by questionable adulation. The college scholarships will eventually go to the boys who really earn them anyway.
—K.S.H.S.A. Journal

A description and evaluation of the many school and playtime activities—adult and pupil supervised—denote an enjoyable and efficiently organized program.

An Early Childhood Play Program

THE EARLY CHILDHOOD PLAY PROGRAM in effect at P. S. 184, Brooklyn, New York, is an example of children's ability and their natural desire to play together under good leadership.

ORIGIN OF THE PROGRAM

The school was confronted with the problem of caring for 600 children from kindergarten through second grade each morning and noon before the school session began. It was necessary to improve the conditions in the play yard where these young children waited in lines before going up to their classrooms. The available space in the basement had become inadequate due to an increase in the school population. The problem was presented to the School Civic Club. A committee studied the problem and with the guidance of their teacher-adviser, suggested that a recreational program under pupil leadership be instituted. The proposal was accepted by the principal and by the teachers.

When the program was first adopted three years ago, the children assembled and activated their play program in the indoor and outdoor play yards, but as of last year the children entered the building any time after 8:30 a.m. or 12:30 p.m. and went (un-



A Game In Progress

corted) direct to their respective classrooms where they met with their pupil leaders.

MILTON V. ROSE
GERTRUDE RUBINOWITZ
DIANE FIRESTONE
Public School 184
273 Newport Street
Brooklyn 12, New York

The Objectives of the Early Childhood Play Program are:

1. To give young children a feeling of solidarity, joy, and satisfaction, through participation in a daily organized play program conducted with trained pupil leadership.
2. To emphasize the importance of play, to parents and teachers, in giving the child's personality opportunity for expression and development.
3. To promote amongst the young children democratically established behavior patterns in social living.
4. To develop pupil leadership, followership, and responsibility.
5. To develop School Community Citizenship.
6. To develop self discipline.
7. To further strengthen human relations.

ORGANIZATION

The children involved in the program are the kindergarten and second grade children. (First grades are no longer included due to a change in their schedule.) The activity is conducted under the supervision of a teacher-director and 120 pupil leaders. Several teachers have volunteered their services to assist in the program.

(a) *Pupil Leaders:* Any child in grades four through six, having the approval of his teacher

and a parent is eligible for a leader's position. After a trial period with training and evaluation by the director and senior leaders, the new leader may become a permanent member of the staff.

The number of leaders assigned to a class depends on the class register. In one class, for example, there are ten leaders working with thirty-eight children who are divided into four groups. Each group is assigned one senior leader and one or two junior leaders.

Each senior leader is required to carry a work "kit" which contains a daily plan, an evaluation of the children in the group, a list of needed supplies, and other important records and reports.

(b) *Supervisors*: There are seven pupil supervisors who coordinate the work of the individual pupil leaders. Three of these supervisors are responsible for the program of a particular age level. These pupil supervisors work intimately with the director and pupil leaders. Their duties include checking attendance, supplying substitute leaders, if needed, and giving any assistance, if desired, to the group leaders.

The four other supervisors are responsible for the general control and safety of the program.

The pupil supervisors are given a special type of training by the director. They meet once a week for the purpose of training, relating problems, and determining solutions for the problems.

(c) *Director*: Mr. Rose, the originator and director of the program, is relieved of some other school duties so that he can devote his undivided attention to the program. Every morning and afternoon he is seen walking from room to room observing programs in action. He meets with the leaders several times a week to give training and guidance. Mr. Rose received his second masters degree in Early Childhood Education so that he is fully qualified to plan a program for young children. He is also the teacher-adviser of the School Civic Club which sponsors the play program.

(d) *Others Who Assist In The Program*: There are several teachers who perform specific services for the program. One of these teachers is in charge of the Audio-visual equipment and all mimeographed material which is needed. Another teacher assists in the music program for the group. A third teacher supervises the

rhythms and dancing activities. A fourth member of the faculty has the specific duty of giving guidance and counseling to any child who has difficulty in adjusting to the program. Several teachers serve in a general capacity.

Dr. Ordan and Mr. Rubin, the school principal and assistant principal, are active members in the program and give assistance, guidance, and direction wherever needed. Parents are also called on to assist in special program presentation which calls for adult supervision.

LEADERSHIP TRAINING CLINIC

In order that the children chosen as pupil leaders can serve efficiently, a Pupil's Leadership Training Clinic is set up and functions under the supervision of Mr. Rose.

During the first part of the meeting, the pupil leaders assemble in groups to discuss with their grade supervisors any problems which have arisen during the play periods. A democratic procedure is followed whereby the problem is presented to the group for their help in finding a solution. The pupils also suggest new ideas for improving the program. For example, at one meeting, a suggestion was made to include in next year's program a "Better English Speaking Club," for non-English speaking students. This proposal was discussed and recorded in the minutes. Evaluation of the program is continuous.

The second half of the meeting is devoted to teaching play methods and materials to be used in the program. Mr. Rose or a pupil leader introduces a new song which is then sung by the group several times. Mimeographed sheets containing the new songs are handed out to each leader and are kept on file with the rest of the leader's program materials.

A leader's library is available in the school containing source material. The leaders are encouraged to use outside sources, as well.

THE PLAY ACTIVITIES PROGRAM

A class is divided into several groups with each group following its own play program. Some of the activities included in the leader's plan are story telling, picture study, songs, rhythms, games, arts and crafts, discussions, poetry, free play, and dramatizations. A pupil leader occasionally conducts creative writing with his or her group.

In addition to the classroom activities, the groups are scheduled to have certain activities in the auditorium, gymnasium, and on the roof. Other rooms designated as the "Library Nook" and Game Center are made available for use, also.

A "Special Feature Program" is conducted once weekly with multiple group participation. This program is planned with the leaders and the children weeks in advance. They plan such activities as community singing, talent and stunt shows, mass games, treasure hunts, contests, indoor picnics, parties, parades, and movies. Parents are often invited to attend these "Special Feature Programs."

On the second grade level, club periods are held once a week. The children may belong to the club of their choice. A club's membership is, therefore, composed of children from different classes. The clubs offered fall into such categories as music, arts and crafts, active games, riddles, story telling, and dramatization.

Supplies needed for the play program are listed on a separate requisition sheet and are received from the Board of Education. Additional supplies are obtained through occasional "shower of gifts" to which classroom teachers and parents contribute.

All activities in the play program are geared to the basic program of the school, in order that there will be no pronounced clash of learnings or behavior patterns.

CONTINUOUS EVALUATION—PART OF THE PROGRAM

Because of the continuous evaluation on the part of the director, leaders, and children themselves, problems arising in the program are remedied immediately. For example, one second grade teacher complained that she had difficulty in getting her class in a work-frame of mind after the play period. This problem has been met. There is an interval of time allotted between play and class time where the children are given opportunity to relax themselves through quiet reading and writing.

In the event of a disciplinary problem where the leader cannot handle the child, there is, (as has been mentioned) a teacher assigned whose specific duty is to give guidance and counseling. When the teacher feels the child is ready, he is sent back to the group with follow-up measures by the director. No child is totally rejected from

the program. Since the emphasis is on self-discipline and democratized living, few disciplinary conflicts occur.

AN EVALUATION OF THE PLAY PROGRAM

Since it has been in operation, the Early Childhood Play Program has given the school a warmer and friendlier atmosphere. This friendly environment, created through wholesome play, has relieved some of the first-time going to school tension, so often manifested in young children. In this respect alone the program has met one of the demands of mental hygiene, namely, that of furnishing a friendly, relaxed attitude in school situations.

From the standpoint of safety and health the program has proved most beneficial. The young children are no longer in the path of the older ones who many times used to throw them down accidentally in the school basement or yard. Since the program has been activated in the classrooms, the youngsters are no longer exposed to inclement weather conditions.

The time spent before the school session has become not a tiresome waste of time, but a learning time to which the children look forward with anticipation. The club period, the music period in the auditorium, the play period on the "roof" are all anticipated as "something special" and a privilege. Some of the seemingly "slow" children have surprised us by remembering the schedule of these special times and can find the various locations after having been shown them only a few times.

These children have learned to think better and show more independence and self-reliance. These positive growths make themselves evident sooner because of the play program experience.

The children have gained added experiences in social living. The effect of pupil leadership on the individual members of the class is most beneficial. The children are taught to respect each other and to accept the leadership and guidance of children who are slightly older than they. The children have learned how to get along with each other, and if there are any grievances, they are discussed and handled very capably by the children themselves.

The young children have developed a sense of belonging and have become more cooperative in group play and work. This is especially true of the Spanish-speaking children. The leaders

have established a rapport with these children that could not be attained in so short a time. Because some of the leaders are Spanish-speaking children, they are able to converse with the younger pupils in their native tongue and encourage them to participate in group activities. Now that these children feel more secure in the school situation, these same leaders encourage them to speak in English.

The program has emphasized to parents and teachers the importance of play in the young child's life. Many adults do not take children's play seriously enough. They are prone to think of play as fooling and wasting time. They have come to realize, however, that through play the child develops his own personality and his ability to get along successfully in society.

For the older children, the program has provided excellent opportunities for leadership and meeting civic responsibilities. It is most stimulating to watch the pupil leaders in action and to observe the adult-like manner in which they conduct their groups. They are critical of their own methods and it has been noticed that they often discuss certain procedures and routines with the children in order to achieve some improvement. They respect the wishes of the younger children and never has a leader been seen to insist that a child participate in an activity. They occasionally might have to refer a child to Mr. Rose when they found that the child hasn't made the normal adjustment.

The pupil supervisors display remarkable maturity in handling their jobs. They silently observe every leader in action, interrupting only when they question the value of the activity or when the manner in which the activity is conducted is boisterous or inappropriate. They often participate in group activities so the younger children will get to know them. An adult might do well to observe these pupil supervisors.

The rôle of pupil leader has given many children added assurance and self-confidence. The children who serve as leaders are, for the most part, just normal tens and elevens. Some of these children who are considered "slow" learners in the classroom may prove to be outstanding leaders. The program affords these children the use of talents and other abilities which often remain unexpressed in the classroom.

The Puerto Rican children who serve as

leaders have developed a sense of belonging and a feeling of being part of the group as a result of this program. The discussion phase of the leader's meetings afford these children an opportunity to express themselves, to become more articulate and to recognize that they have something to contribute.

The program has given all the children an opportunity to participate in discussion. The children present their problems to the group and work together in a democratic way to find a practical solution to their problems. It is through participating in democratic procedures that children finally grasp the meaning of democracy.

The program has served as a good means of unifying all children. The school has a population of 1500 children predominately Jewish. At present there is an increasing number of Negro and Puerto Rican children. This situation in itself has been met as a human relations challenge using a constructive play program as its basis.

The Early Childhood Play Program is an enriching and challenging experience in social and democratic living. The activity has furnished many and varied dramatic opportunities for youngsters to share, to cooperate, and to live better with others. The children are growing in friendly and cooperative group living which promotes the development of a wholesome, well-balanced child personality.

The Debate Tourney

BARBARA M. RADCLIFFE
President NFL Chapter
Dover, New Hampshire

Encumbered with file-cards packed in a box,
Pamphlets and papers to prompt our wise
talks,

We enter the room to begin the first round.

As the judges enter, there's hardly a sound.
But this silent condition has not long to last;

As the first speaker rises, all silence is past.
And so goes debating, round after round,

Until the finalist teams are found.

The finals have started, our team is in.

Gee, how we wish that our school could win!

We all go to listen to our teammates expound,

Doing their best in the very last round.

To the auditorium we then run.

This part of the tourney is nerve-wracking,
but fun.

There are the trophies lined up in a row—

Who's going to get them, I'd like to know!

The Tourney director now mounts the stand.

(He's one speaker that sure gets a hand!)

The little trophies are given away;

There remains only the winner of the day.

Our whispers of hope and speculation

Change to shouts of loud elation

When at last his speech is done,

And he announces that WE WON!!

—The Rostrum

Like other things, "Good assemblies do not just happen." Very rarely, anyway. Anything worth having is worthy of the best. Do not be satisfied with average.

How Can Better Assembly Programs Be Planned?

MANY STUDENTS attending the annual Student Leadership Conference sponsored by the Richmond Federation of Student Councils were interested in the question, "How Can Better Assembly Programs Be Planned?" A prepared brochure was given to each student to provide material for later reference as well as to supply information for the discussion period.

In order to show the continuing significance of the assembly, materials for this bulletin were selected from articles and books published over a period of years and written by educators in different sections of the country. As a result, interest seemed greatly stimulated in the study of the assembly and a wider use of books and articles on this function of the school seemed assured.

TIMELY QUOTES

Our schools have traveled a long road since the entire student body marched to the auditorium, on signal and with piano accompaniment, to view a school movie that had been selected by teachers or the principal.—Harold E. Cripe.

Planning no longer can be solely the responsibility of the principal if the program is to reflect creative activities emanating from the classroom or other activity group. Cooperative planning implies that it be done for children, with children, and by children, with a good teacher directing the over-all activity.—Harold E. Cripe

The assembly should be as carefully planned as any other activity of the school.—Harry McKown

Good planning anticipates programming for the entire school year. No set pattern exists that is suitable for all schools. The type of program selected for assembly presentation is determined by objectives. Long range planning ought to insure a variety of objectives—and, conversely a variety of programs.—Harold E. Cripe

There are three qualities that, from the standpoint of the pupils, should characterize the programs of the school assembly: they should be interesting, instructive, and inspiring.—Ralph W. Pringle

THELMA B. KEENE

Assistant Principal

John Marshall High School

Richmond, Virginia

We want our programs to unify school spirit, intensify the students' awareness of moral and spiritual values, add to the students' cultural background, display school activities, and deepen the students' sense of national pride. To insure that these objectives are met, a student-staff assembly committee meets early to plan the year's programs.—Robert L. Patton

If the school exists to educate the pupils, it is wise to enable the pupils to share in the educative experience of developing and presenting assembly programs.—Elbert K. Fretwell

Assembly programs should be focused around children. They are worthless if designed by adults, directed by adults, and aimed toward the perfection of a Broadway performance.—George E. Rabb

Slipshod offerings cannot be condoned; yet are over-polished rehearsals productive when they interfere with normal school activity and learning?—Harold E. Cripe

Increased proficiency will come about as familiarity with assembly techniques develops, and in the process, the learning effectiveness will be greater. The audience will appreciate the amount of trust involved in giving fellow pupils such responsibility, and will be more tolerant and less critical on this account.—Kilzer, Stephenson, Nordberg

Appropriate standards of behavior for both performers and listeners should be set.—George E. Rabb

The Student Council each year gives specific guide sheets to students to help them become aware of their responsibility as an audience to help set the tone for the activity at hand. The role of the audience is just as important as that of the performers. Being respectful need in no sense curb enthusiasm.—Robert L. Patton

Programs may be evaluated by committees, teacher and student, or both, and occasionally by the entire school.—Harry McKown

Pardon us if we again emphasize the importance of the assembly. Consider, for a moment, the amount of time each program requires. For instance, if your school has 1,000 students and your program takes thirty minutes, you're actually using 500 hours of student time. It's a lit-

the flooring, isn't it? Obviously, through its influence on the students and their school, your program must be worth those 500 hours—and it can be if you put your very best efforts into it, so don't let your school down.—Bailard and McKown

In Assembly—

You are an auditor

Give your undivided attention.

You are a guest

Appreciate what is offered.

You are a host or hostess

Be gracious to visitors.

You are a member of our school

Honor it by good conduct.

—Student Handbook; East Alton,

Wood River Community High School

STANDARDS OF A GOOD ASSEMBLY

—According to Nellie ZettaThompson

A Good Assembly Is Educationally Justifiable

1. It enriches the educational experience of the individual.

2. It affords democratic group experience.

3. It advances the total program of the school.

*A Good Assembly Reaches Out Into
The Community*

1. It engenders wholesome and mutually beneficial community-school relationships.

2. It perpetuates the American Way of Life.

3. It emphasizes the international aspects of modern living.

*A Good Assembly Is In Accord With Sound
Educational Policies and Practices*

1. It is curricular rather than extracurricular.

2. It conforms to characteristics desirable for any teaching situation.

3. It has self-controlled audience.

A Good Assembly Is Dynamic

1. It is appropriate.

2. It places emphasis on creativity and resourcefulness.

3. It is vital to the life of the school.

HOW YOU CAN MAKE ASSEMBLY PROGRAMS GOOD

—According to Virginia Bailard
and Harry C. McKown

A good assembly program, like a good bicycle, sled, or hat, is one that meets certain standards or is built around certain logical principles. Suppose we examine a few of the principles upon which a good program must be based.

1. Every assembly program should have a worthy purpose.

2. Make the program interesting and vital to the group to which it is presented.

3. Strive for variety in your programs.

4. Plan each program carefully.

5. Your programs should reflect the entire school.

6. Draw on clubs, home rooms, and classes for programs.

7. Have your programs well-timed.

8. Be sure that all properties are ready and all performers are backstage well before the program.

9. Teach your audience to be courteous.

10. Exchange programs with other schools.

11. Organize an assembly committee.

QUESTIONS FOR THE ASSEMBLY COMMITTEE

—According to Fred B. Dixon

1. Have you made a careful study of the commonly recognized objectives of the assembly?

2. Are assembly programs scheduled far in advance?

3. Does your committee work hard to make the assembly program interesting, instructive, and inspiring? (These three I's of the assembly should be a goal toward which the committee constantly strives.)

4. Does your assembly program begin, run, and close on time?

5. Are you able to "grow" many interesting assemblies out of the regular work of the classroom?

6. Do you occasionally invite "platform guests" when you have programs that are especially interesting to community groups?

7. Do your pupils invite their parents and friends to your assemblies?

8. Has your committee carefully studied the literature dealing with the school assembly?

9. Have announcements been eliminated from your programs? (Most assembly directors believe that announcements should be made in small groups and not in assembly.)

10. Do you keep an assembly file?

11. Has your committee developed standards for audience courtesy?

12. Do you use your assembly to welcome new pupils?

13. Does your assembly promote an understanding and appreciation of student activities?

14. Do you present some of your better programs out in the community?

15. Do all teachers occasionally assist with assembly programs?

16. Do you have a permanent stage and light crew to help the assembly committee?

17. Do you have a pupil to preside at most of your assembly programs?

18. Does the assembly in preparation and execution improve faculty-pupil relationships?

19. Are your assemblies programs which pupils ought to enjoy, or programs which they do enjoy?

20. Does your committee stress variety?

21. Are you able to get faculty members and pupils to write original assemblies?

22. Do your pupils look forward to the assembly as one of the big events of the week?

JOHN MARSHALL HIGH SCHOOL

ASSEMBLY PROGRAM PLAN SHEET

Please give the following necessary information and return plan sheet to the Coordinator of Assembly Programs.

Type of Program _____
Purpose of Program _____
Sponsor _____
Date of Presentation _____
Time of Presentation _____
Approximate Length of Program _____
Faculty Adviser _____

Who will preside? _____

How do you want the stage arranged? _____

(Draw a diagram if possible)

Do you want the Central Committee to set the stage? _____

What lighting effects do you need? _____

Remarks: _____

Please put complete program on the back of this plan sheet. Include the names of participants.

(Signed) _____

WHERE TO LOOK WHEN IN DOUBT

Books are the compasses and telescopes and sextants and charts which other men have prepared to help us navigate the dangerous seas of human life.—Jessee Lee Bennett.

LEADS TO QUOTES

BAILARD, VIRGINIA and HARRY C. MCKOWN, *So You Were Elected*. New York: McGraw-Hill Book Company, Inc., 1946, Chapter 16.
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DIXON, FRED B., "Questions for the Assembly Committee," *School Activities*, April, 1942, 13:293-294.
FRETWELL, ELBERT K., *Extracurricular Activities in Secondary Schools*. Boston: Houghton Mifflin Company, 1931.
KILZER, LOUIS R., HAROLD H. STEPHENSON, and H. ORVILLE NORDBERG, *Allied Activities in the Secondary School*. New York: Harper & Brothers, 1956, Chapter 6.
MCKOWN, HARRY C., *Extracurricular Activities*. New York: The Macmillan Company, 1952, Chapter 5.
PATTON, ROBERT L., "Programs with a Learning Function," *The School Executive*, November, 1956.
PRINGLE, RALPH W., *Adolescence and High School Problems*. Boston: D. C. Heath, 1922.
RABB, GEORGE E., "Objectives and Methods," *The School Executive*, November, 1956.
THOMPSON, NELLIE ZETTA, *Vitalized Assemblies*. New York: E. P. Dutton & Co., Inc., 1952.

All-school social events can do much in promoting and assuring mutual acquaintance, a feeling of belonging, school spirit, student morale—a better school.

Card Parties in the Extracurricular Program

A CARD PARTY, as an extracurricular activity, could be most easily and expeditiously administered and most fruitful and pleasant as far as social experiences are concerned. The class, or home room, would expend only a small amount of finances if the committees are resourceful and efficient.

For example, cafeteria tables can be utilized as card tables. The class can obtain the necessary decks of cards from Parent-Teacher Associations or from the local bridge clubs. The merchants in the city are usually willing to donate their commodities and wears as prizes. Refreshments such as cokes and cookies can be provided for or sold to the card players.

A card party will prove to be an excellent kind of group mixer where all members of the class can meet socially, enjoy an agreeable pastime, become better acquainted with the faculty, and divert themselves from their usual curricular routines. In addition, the card party

HERMAN A. ESTRIN

Newark College of Engineering
Newark 2, New Jersey

is a type of social activity in which, more than likely, most future employees will engage as a social diversion with their colleagues, employers, and workers.

Duties of the Chairman of the Card Party Committee: The chairman of the Card Party Committee should be selected by the president with the approval of the class. The president serves as an ex-officio member of the committee.

The chairman's duties are as follows: to choose the subcommittee chairman and select committee members, to coordinate the activities of each subcommittee, to render a complete report of his committee to the class, to serve as a liaison between the committee and the faculty and administration, and to send letters of acknowledgment to each of his subcommittee chair-

men and to any other person or agency who renders service to the Card Party Committee or to the class.

Accommodations Committee (at least five members): The Accommodations Committee may use various plans. First, it should try to reserve the rooms for the party. These facilities should allow the class to have an attractive location with tables and large seating capacity. If necessary, the committee may request loans of tables from the students and the faculty.

Another function of this committee is to provide decks of cards and tally sheets for the players. This card-playing equipment may be borrowed from the local bridge clubs or the Parent-Teacher Association. Members of the committee should contact the presidents of these bridge clubs and cooperate with them concerning the use and the return of this equipment.

Finance and Ticket Committee (at least five members): The chairman of the Finance and Ticket Committee should be the class treasurer. To determine the price of the ticket to the card party, this committee should work closely with the Accommodations, Prizes, and Refreshments Committees.

After the price of the ticket is set, the committee should prepare the tickets, have them printed, distribute them to the class or home room representatives, and get receipts from them. Students should purchase the tickets from representatives who will keep an accurate record of each sale. Also, the committee may leave a batch of tickets in the principal's office so that the faculty and other students may purchase them.

The committee should collect the money and the unsold tickets from each class or home room representative and from the principal's office. Then it should prepare a financial report which will include the income and the disbursements concerning this affair.

Invitation Committee (at least four members): The committee should send, at least four weeks in advance, invitations to the following people: the principal or dean of students, faculty adviser, all instructors whom the class wishes to be present, the president of the Student Council, and the presidents of the other classes; and write the invitations informally and state the time, place, date, and special features of the card party. A reply should be requested so that table reservations can be made.

Dear Mr. and Mrs. Flynn:

You are invited to attend the Sophomore Card Party, which will be held in the Hearth Room and cafeteria at Eberhardt Hall on Friday evening, March 17, at 8:00 p.m.

Prizes will be awarded to the winner at each table. Refreshments will be served.

Please let me know if you plan to attend so that table reservations can be made.

The Committee is looking forward to seeing you at this party and promises you a most pleasant evening.

Sincerely yours,
Joseph J. Jones
For the Committee

Prizes Committee (at least three members):

The Prizes Committee should consult with the Ticket Committee to determine the number of prizes that are needed. Prizes need not be very expensive. The class treasury may allot a fifty-cent prize to each table, such as letter opener, handkerchiefs, bow tie, ascot, cosmetic bag, stationery, doodlepad, pencils, paper weights, vases, toy animals, etc.

If this plan is not satisfactory, the committee may contact by mail or in person several local merchants who will be willing to donate a commodity or an item specifically marked "With the compliments of ____." If this plan is used, a list of all gifts and companies should be prepared; and letters of thanks should be sent to each donor.

Also, the students themselves may wish to donate prizes. In this event the committee should list each prize and donor and thank him for the gift.

The committee should wrap each gift attractively and make the presentation to the winner at each table. In addition, it should prepare a list of prizes, donors, and winners.

Publicity Committee (at least four members):

The Publicity Committee should make or order informal posters and at least four weeks in advance place them on the various bulletin boards. It should place a poster on the bulletin board in the Faculty Room. The committee should contact the Public Relations Office and give the names of the chairman and the members of each subcommittee and notify the news editor of the school newspaper to publish, before and after the card party, a write-up which will mention the special features of the event.

Also the committee should arrange for a photographer to take pictures of the card party which can be used in the yearbooks and for other publicity outlets and prepare and distribute mimeographed notices of the card party to the

home room representatives who will issue them to their classmates.

Refreshments Committee (at least five members): The refreshments for the card party depend upon the place where the party is held. If the committee chooses to use the cafeteria, the refreshments may consist of cookies and doughnuts and coffee or cold drinks. The facilities of the cafeteria would expedite the preparation and the service of the refreshments.

Acknowledgments: The class president should acknowledge by a letter the services of the chairman of the Card Party Committee. In turn, the chairman should send a letter of appreciation to each of the chairmen of his subcommittees. With the assistance of the Prizes Committee and the corresponding secretary, the chairman should write letters of thanks to each donor of a gift.

If refreshments are served with the assistance

of members of the class or of the cafeteria staff, the chairman should express his appreciation to them. He should also write his thanks to any other person who has rendered assistance and service to the Card Party Committee.

Evaluation: The Chairman of the Card Party Committee should request that the chairmen of his subcommittees give him a report of their activities, findings, and suggestions for future card parties. Then he should prepare a comprehensive report of his subcommittees' recommendations and submit a copy to the recording secretary of the class.

In addition, the chairman should collect copies of the list of donors of the prizes, posters, invitations, the kinds of refreshments, tickets, and any other item pertaining to the card party which will prove helpful to the future classes sponsoring this activity.

"Teamwork involved in such a project shows the necessity of good personal relations—cooperation, sharing of responsibility, group planning, sticktoitiveness."

A Science Fair Open House

A PERENNIAL PROBLEM of most teachers exists in the question: Shall we teach for inclusion of the entire course with insufficient time for mastery, or shall we teach intensively the important fundamentals and seek some way to inspire our students to acquire the remaining material independently?

This latter method seems more valid, but offers a challenge to the teacher to motivate pupils in recognizing and accomplishing a solution to the problem. This is especially true in science classes where new discoveries and inventions occur daily. The student activity here described grew from teacher-pupil planning in an attempt to overcome this difficulty.

Preliminary to each quarter's work, the group with an eye towards needs of present and future accomplishments in chemistry, plans the procedure of the coming nine weeks. The problem is usually recognized and posed by the class when they question the possibility of covering all the work, or the probability of not touching upon certain topics of special interest to certain members.

The increasing awareness of the problem on the part of the students is met with the sugges-

SISTER ANN THOMAS GRIFFIN
Visitation High School
Detroit, Michigan

tion that they give some thought to finding a way in which they can handle special interest material that is over and above our planned schedule.

In this particular group, one boy felt he would like to concentrate in one area, but disliked the thought of missing out in any other. A girl, never too independent, didn't like to work independently. Another boy was insistent on the need for seeing the lab procedures. The final decision was, that from a list of broad topics suggested by individual interests and supplemented by the teacher, independently or in teams, the pupils would choose a topic, narrow it as they saw fit, and present the material to the rest of the group.

As the planning proceeded, it was decided that the investigations should be somewhat comprehensive. Each person was responsible for a detailed outline of the work, an essay report which should embody all the principles of scholarly writing developed in English Composition class-

es, and any demonstrations necessary to convey to the class a good understanding of the subject chosen. The presentation to the group was to be oral.

The project began to take form. The students showed unusual resourcefulness in obtaining materials and equipment not readily obtainable in a lab or stockroom. Another girl, after spending considerable time in tracking down a company that would sell her the necessary ingredients for making cosmetics, woefully complained to the rest, "You had better appreciate this. It seems too bad there aren't more of us."

The natural reaction to this can be anticipated. "Let's invite some other students, perhaps the general science classes." And so, our Open House grew; from an initial invitation to those mentioned on class time to an all-day affair, including boys and girls of our own and neighboring schools of junior and senior high grades, parents and friends, pastors and teachers, and research men from industry.

Each team talked informally of their experiments and findings to those interested, performed experiments to demonstrate their research, and dispersed samples wherever possible—soap, synthetic rubber that really bounced, sugar crystals on a toothpick, face powder, lotion and handcream—in fact anything that could be made and distributed "on the spot" between eight o'clock and three, to the eight hundred people who passed the threshold of our not too large lab and stockroom.

The next day, a tired but happy group of youngsters met to evaluate their achievement. They felt that more room and more time were needed, with better planning of space and variety of exhibits. "And next year, couldn't some of the people who have chemical hobbies have a place in our day?" questioned one boy. When reminded that not all of them would be in science classes the next year, the group moved to form the nucleus of a committee to sponsor a Science Fair, which will include the work (this must be independent research) of the physics, biology, general science, and home economics classes as well as the chemistry class. Several accomplishments gave the group particular satisfaction:

1. Interest in scientific research had been aroused in underclassmen.
2. The class members had had the experience of handling a total project independently.
3. The teamwork involved showed them the

necessity of good personal relations, such as cooperation, sharing of responsibility, and group planning.

4. The subject matter investigated and discussed had more meaning and value for them because it was their own.

5. Their parents had the opportunity to see that they really "accomplished something in school." (The writer was interested in this attitude which was not common to all, but seemed to come from a minority, most of whom were from a lower socio-economic group than the others.)

Conservation Club Is Active

LAWRENCE F. BLANEY

Club Sponsor

Aliquippa High School

Aliquippa, Pennsylvania

A group of members, together with the sponsor of the Aliquippa High School Conservation, Fishing, and Hunting Club, are shown in the picture trapping rabbits in the Boro of Aliquippa for the State Game Commission. The rabbits are then released in public hunting areas outside of Boro.

The State of Pennsylvania has ceased to import rabbits for stocking purposes; but depends upon box trapping them in residential areas for transplanting. The club trapped and released



Trapping Rabbits for Distribution

nearly 300 rabbits during last year. Members of the club raised and released nearly 600 pheasants; purchased forty pair of quail—released and fed them during the winter.

The club has helped stock many streams and lakes and ponds with fish; assisted with hunting

dog training; maintained a winter feeding program; transplanted trees and shrubs; distributed gun safety literature; fostered archery education; participated in predator control programs; organized and promoted various educational programs and displays; and many many others.

A fund-raising project—"United States Flag Drive" combines citizenship training, patriotic service; as well as community-wide participation and appreciation.

A Multi-Value Fund Raising Campaign

IT'S A MIGHTY FINE FEELING to conduct a fund-raising drive for which your taxpayers will actually *thank* you. During the coming spring, our Suffern High School Band will run the *second* lap of our United States Flag Drive. We'll be doing the job to the cheers of everybody in town.

Leaders of the community will again be actively participating with us—rooting us home to our desired goal—"A Flag in Every Home in Town." The local newspaper will open its columns to us once more. And, while we'd be satisfied with the same handsome profit we made last year, we'll probably make even more money in 1957.



Discussing The Flag Drive

Here's the story:

We started our Flag Drive in 1956 because our community lacked home Flags. You could stroll through town on any national holiday and see block after block with only one or two Flags displayed. And on some streets there were

WILLIAM L. RANSOM

Principal

Suffern High School

Suffern, New York

no Flags at all.

In a former home town paper, we read of an organization which made available on commission a complete line of Flags and Flag outfits (with pole, holder, etc.) for lawn, porch rail, window ledge, roof top, etc. We *knew* that our people were patriotic and so we guessed that our town would be pleased if the school became an ambassador for Old Glory.

It was felt that the band, needing money for extracurricular activity, was the ideal organization in the school to do the patriotic job, to enjoy the profits, and to benefit from the publicity involved. Our music director, Mr. Roman, and the band president agreed wholeheartedly with the idea.

The United States Flag Drive is a Flag sale plan based on the slogan, "An American Flag in Every Home in Town." The mechanics of the drive are available to schools without charge through Mr. Louis Cottin, Director, School Fund Service, Dartmouth Street, Westbury, New York.

As we ran this drive—and as we plan to repeat it—the program is set up as part of our general citizenship education activities, with the band as sponsor. Our in-school work consisted of:

1. A United States Flag Clinic: discussion of the meaning of the flag—its proper display—its symbolism—reasons why it should be displayed—proper Flag display days. (Did you know that you should show your colors on Mother's Day?)

2. Assignment and training of individual

student leaders as the "Flag Spokesmen." These students are prepared to address meetings of organizations in town. Their subject: "Do You Know Old Glory?"

3. Selection of Publicity Committee (under guidance of English Department). These students supervise publicity, issue bulletins, handle correspondence, arrange speaking dates before Kiwanis, Lions, Rotary, Veterans, Scout groups, etc.

4. Running an assembly program for the entire school under band auspices with patriotic music as the motif and the United States Flag as the subject. We showed the picture "Our United States Flag" as the highlight of the program and enlisted the support of the student body for our Flag Drive. With this introduction, our band members, in uniform and often with their instruments canvassed the part of town we'd chosen for our sale. Students were equipped through the courtesy of School Fund Service with:

a. Personalized catalog of Flags and Flag sets at prices from \$2.95 to \$16.

b. A special catalog for industrial or institutional sales of large Flags, parade Flags, presentation sets, Flag poles up to 60 feet.

c. Imprinted receipt and order forms, swatches of materials, instruction on how to display and honor Old Glory.

Our Publicity Committee worked from the "Promotion Kit" supplied to us. This provides sample texts for letters to civic organizations, community leaders, etc., plus sample text for publicity releases to the local press; radio and TV announcements, sales ideas, etc. Our speaking committee used another section of this book to develop speeches and facts for presentation to meetings of adult and youth groups throughout our school district and town.

When we try to evaluate our United States Flag Drive we find it hard to say which benefits are most significant. The money? Well, it has been useful—but, if we hadn't made it *this* way, we'd have earned it other ways. The Public Relations? Yes, that is important. A school must take leadership in spreading Americanism in the community. The citizenship education? This is *very* important. We learned something with this Flag Drive about implementing citizenship education.

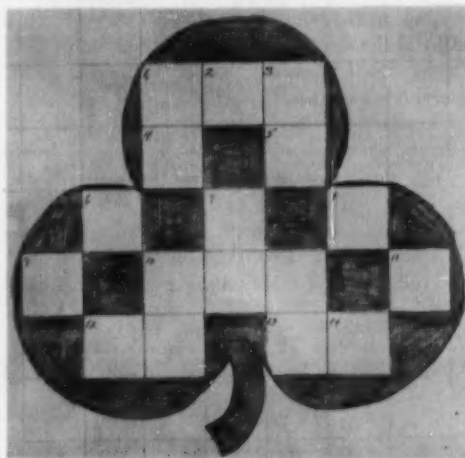
But frankly, the most inspiring thing of all is the thrill our students and faculty now get walk-

ing through town on a holiday. Wherever we sold Flags last year the streets are gay with the colors fluttering from home after home. We'll complete the town this year. Just imagine *your* town with a Flag in every home—you'll see what we mean!

See Ad on Page 230

St. Patrick's Day Cross Number Puzzle

MARGARET F. WILLERDING
Mathematics Department
Harris Teachers College
St. Louis 12, Missouri



HORIZONTAL

1. The date of St. Patrick's Day squared.
4. The unit's digit of the date of St. Patrick's Day.
5. The ten's digit of the date of St. Patrick's Day.
6. March is the ____ rd. month of the year.
7. The number of prime numbers between 1 and 20.
8. The least common denominator of $1/3$, $1/2$, and $1/6$.
9. The altitude of a triangle whose base is 12 units and whose area is 42 square units.
10. The number of days between St. Patrick's Day and Christmas Day.

11. The number of letters in the name of the color associated with St. Patrick's Day.

12. The square root of 1936.

13. The number of degrees in a right triangle.

VERTICAL

1. The day of the month on which St. Patrick's Day is celebrated.
2. An octagon has ____ sides.
3. The average of 97, 86, 80, 94, and 98.
6. The number of sides in a triangle.
7. Two angles of a triangle are 42° and 50° . The third angle is ____.
10. Two dozen.
11. A pentagon has ____ sides.

Answers on Page 222

This is public relations par excellence. Students acquire practical training and experience; huge audience enjoys production, learns great deal about schools.

Projecting Activities Into The Community

FIRST LOCALLY-PRODUCED LIVE TELEVISION DRAMA ever to be telecast in the Missouri Ozarks was presented by dramatics students from Springfield Central High School on the Springfield school system's five-year-old regular weekly educational telecast, "Television Classroom," this school year.

Although dramatics students had appeared on the "Television Classroom" series previously in original skits and classroom demonstrations, it marked the first report to the community—and to the 22 Missouri counties viewing KTTS-TV on channel 10—of a finished product of the dramatics department.

The play chosen was Donald Payton's "The Storm," and playwright Payton, who is director of public relations at Springfield's Southwest Missouri State College, enhanced the production by serving as technical director and appearing on the program in a brief evaluation at the conclusion of the drama. Rights for television



Crew Produces Snow

use of published plays are very hard to acquire; and only through playwright Payton's personal efforts did the Art Craft Play Company of Cedar Rapids, Iowa, grant special permission for use of the material on television.

Several hundred students from Central High School's student body of 2,100 turned out for try-outs for the television production, and a cast of five finally was selected by Charles L. Jones, C.H.S. drama instructor, who not only directed the play, but also called camera shots and served as general supervisor of production during the telecasting.

Mood music was selected and recorded in advance by the Central High School concert orchestra. This was cued into the master television production script, and the student thespians had the advantage of hearing the mood music in all rehearsals. Two special studio

ROBERT C. GLAZIER
Director of Public Information
Public Schools
Springfield, Missouri

camera rehearsals were arranged by KTTS-TV's production department head and program director, Dr. Kevin MacAndrews.

The backdrops were constructed by Central High School classes in stagecraft, which also are taught by Jones. Classes in art painted the smaller six and eight foot television flats.

A properties committee included among its goals the acquisition of such articles as two-and-a-half bushels of stage snow, a snow cradle, a rusty old king heater and stove pipe, an ancient kitchen cabinet, a doll and cradle, a wind machine, and a miniature scale model log cabin.

The actual production staff consisted of many more students *off* camera than on camera—including four students to keep a downpour of snow flowing outside the only window on the set, two students to alternate on operation of the wind machine, two students to pour snow on actors and actresses as they entered the set each time, one placard operator for flip card credits at beginning and end of the show, one prompter (who wasn't needed once, actually, but was a comfort to the television neophytes), one student to cue-in musical effects, and two property managers—plus a whole crew of stagehands who erected and took down properties during the thirty-minute studio openings between other live telecasts and the "Television Classroom" show.

The play was publicized by hourly television spot announcements donated as a public service by KTTS-TV, the station telecasting the play, and announcements heralded the production in the *News & Leader*, daily newspaper, the *Union Labor Record*, local union publication, the *High Times*, Springfield's combined high school publication, the *Spotlight* TV Guides, and interviews of director and casts were made on KTTS-TV's "College of Cooking," "Watson's Watch," and other live programs. KTTS-TV newscasts also publicized the play's TV production.

An audience estimated at 75,000 spectators viewed the television drama, setting a new record

in Central High School dramatics department history.

The setting for the play was established at the outset of the telecast by use of extreme close-ups of the miniature log cabin, amid a swirling snow storm with wind machine effects in the background. A slow dissolve was effected following superimposition of name placards and credits into the interior of a log cabin as shown in accompanying photograph.

Most tedious task was operation of the snowing apparatus outside the window which was on

camera much of the time. Operation of the snow cradle is shown in the accompanying photograph above.

The play closed with an extreme close-up of a locket and a cascade of climactic music under the heroine's gasping of "Oh . . . The Locket!!!"

The production was something that the entire school—the entire community—yes, the entire Ozarks area—is talking about and will be talking about for many, many months to come. Such activities are certainly excellent public relations media.

Growth and development through sound learning activities is pre-eminently supreme. Effectively organized student councils provide such desirable media.

A Need For Improvement?

PUPIL PARTICIPATION THROUGH THE STUDENT COUNCIL has undergone tremendous growth during the past ten years. Possibly no other student organization in the secondary school has grown so rapidly and been so widely accepted among educators throughout the country.

The rapid upsurge of interest and activity in the student council has been due primarily to the vast amount of organizational work done by the National Association of Student Councils and the fifty-three state student council associations throughout the United States. Particularly during the years since 1947, increased emphasis for more student councils has been apparent in virtually every state.

Undoubtedly the increased emphasis on pupil participation in school administration through the student council has been eminently successful. This fact is evidenced by the fact that the National Association of Student Councils recently announced its membership as being in excess of 7,400 member schools. This figure represents an increase from the 1947 figure of approximately 5,000 schools. Every state student council association can point to membership gains of virtually the same percentage.

It can be said, then, that thousands of secondary schools in the United States subscribe to the basic aims and objectives of pupil participation through the student council. The question is: Are our schools actually making significant strides toward the achievement of these aims?

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Perhaps the time has come for every student council association and local student council to re-appraise and re-evaluate current activities in terms of achievement of fundamental aims. The time has probably come to de-emphasize "growth" in size and re-emphasize "growth" through sound learning activities.

Obviously, activities undertaken only for the sake of keeping a council busy are poor practice. Every activity undertaken by a student council should have educational significance for the majority of a school's students and should contribute to the achievement of the aims of the student council. Unless an activity measures up to this basic criterion, the activity should never be attempted by a student council.

This thought leads to others. What are some worth-while activities and projects for a student council? Are our current activities and projects actually worth-while? These are important questions every council should ask itself occasionally. Of even more importance to the pupil participation movement is that councils give satisfactory answers to these questions.

Obviously, there are thousands of significant activities being carried on by student councils everywhere. The *N.A.S.C. Handbook* lists and describes hundreds. Participation in student

council conferences often yield dozens for consideration. Yet, are they the right activities and projects for YOUR student council?

Certainly, it is impossible for one council to plan and execute an activity EXACTLY as it was used in another school. It is likewise impossible for any person to tell a student council what activities and projects it should undertake. What is significant and worth-while in one school may be aimless and "piddling" in another. What will work in one school may not work in another.

Why is this so? Simply because good student council activities and projects are designed to meet the needs of a particular school group under special local circumstances. School needs should always be directly related to the aims and objectives which the student council has set for itself.

Council activities must contribute to the achievement of those student council aims and fulfill a school need. Therefore, if worthy aims have been set, school needs well defined, and significant activities and projects selected, diligent execution of those activities and projects will produce learning experiences of real importance to those involved in either their successful or unsuccessful completion.

The challenge seems clear. Let us re-evaluate our student councils and the work which they are doing. Satisfactory self-appraisal in answer to the following six points seems vital to a continuing student council program.

1. What are the needs of the school?

2. What are the aims and objectives of the student council?

3. Are the student council aims and objectives directly related to the school needs?

4. Are the activities and projects chosen in relation to purpose and school need?

5. Are activities and projects vital, significant, and meaningful to a majority of the school population?

6. Do activities and projects provide the motivation and opportunity for boys and girls to learn and practice good citizenship?

Careful consideration of these six points by student councils everywhere should result in an appraisal of their effectiveness and the quality of their program. All too often student councils are so occupied with routine "busy work" that they miss the true relationship to the school's educational program. Continuous growth and achievement of the potential of which it is capable is dependent upon student councils being certain that their every activity is essential, worth-while, and one for which they need not apologize.

The ultimate proof of the value of pupil participation to America's educational program will be in terms of worth-while activities, educationally conceived, judiciously administered, and carefully evaluated. Those of us involved in working with and guiding student councils have an enormous responsibility to pupil participation and to America's educational future. Can our councils do less than a superior job?

"Ideal student-teacher relations; develop hidden talents and personality traits; promote reading habits; provide a practical business enterprise—publications."

School Publications Are Good Investments

IF THERE IS SUCH A THING as a "bargain" in education, it is in a really good publications program which can be developed in any modern high school today.

Here is a program that can provide, all in one course, a perfect set-up for ideal student-teacher understanding; a chance to watch the development of a variety of hidden talents and outstanding personality traits in pupils; an opportunity to directly influence pupils' future reading habits; and a practical business enterprise that should be the envy of any high

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school business department. Add to this an unparalleled opportunity to influence favorably parents toward the school, and numerous other means of putting all departments of your school "on the map."

Unfortunately many people feel that the pri-

mary purpose of journalism and publications in the high school is to train boys and girls to be professional journalists. In reality, this objective is not even listed in any course of study for high school journalism in the United States.

The foremost objective of high school publications and journalism is to make students intelligent and discriminating readers of newspapers and other press media, including television, radio, magazines, and other publications. The practical work in journalism also serves as an outlet for student writing talent.

Henry Ward Beecher once stated that not one person in ten reads books, but that nearly everyone reads the newspaper. However, high schools are graduating boys and girls who do not know how to read the modern newspaper today, or even to understand the influence that mass communications will have on their lives.

Publications likewise help to add motivation for written composition. Naturally, the boy or girl who knows his or her article will be read by perhaps five or six hundred people has more interest in doing a good job than the student writing a term paper to be read by a half dozen people at the most.

Although the schools having journalism, which is often the basis for a good publications program, usually offers it only as an elective to the better students, there is ample opportunity in a well-planned course to take care of individual differences in students. As one example, the handicapped boy or girl can find a great deal of satisfaction in sending out exchanges to other schools and to advertisers. He soon finds a sense of belonging to the school and life takes on a new outlook.

The student with artistic ability finds an outlet for it in planning advertising or page make-ups. The boy who fails to make an athletic team in his high school finds a challenge in putting his thoughts into a column or in covering sports events. There are many other fine attributes such as leadership, dependability, and responsibility which are developed in a good publications program.

As a public relations medium, the school newspaper cannot be excelled. Surveys in many schools have shown that at least 75 per cent of the student subscribers take their school publications home to be read by their parents. There

is perhaps no other publication that has a more select group of readers than a good school publication. The paper tells the story throughout the year, and tells not only about the extracurricular activities but also about the classroom work.

Publications also encourage proper participation in both curricular and extracurricular activities. High school boys and girls want and demand recognition, and this can be given in high school publications. Seldom does one find a good workable extracurricular activities program in a school without finding school publications. The publications give recognition to the participants and constantly advertise the program.

Good school publications can also be self-supporting. In the process they give students business training such as is not readily available to them even in beginning office jobs. Actually, it is better for the publications, too, to have subscribers and advertising than for the publications to be wholly financed by school funds.

The students tend to appreciate more a paper that they purchase; and merchants are glad to advertise in worthy publications. Advertising need never be accepted as a "donation" of a merchant, for good advertising in school publications is really a service to the advertiser. This advertising for the merchant is also the most economical advertising that he can buy.

For example, one school found, among other things, that if the staff members of the paper received just ten cents an hour for their work, the paper would cost \$15,000 a year to publish instead of the \$5,000 which this particular paper cost. More and more advertisers are beginning to realize that advertising in school publications is not money wasted, but instead, money well spent.

Naturally, it takes time to develop a good publications program. Two of the biggest drawbacks are probably the lack of trained and interested teachers and the lack of cooperation on the part of the school administration. Leadership and cooperation both are more important than financial backing because with the first two items, the financing takes care of itself.

The teacher shortage is nothing new. Teachers who do major and minor in journalism often find that they must teach a full load in addition to carrying on the publications program. Other

teachers are "drafted" into advising publications without either the training or the desire to work in publications.

In regard to the second drawback mentioned above, many administrators assist on petty censorship and the demand that the publications picture the school as a "Mecca." It is most difficult to attempt to teach freedom of the press

in a democracy, when students know the administration is going to exercise its official prerogative of final and absolute censorship without even an explanation.

Yes, a good publications program in your school will be the most outstanding bargain for you in 1957. Will your school take advantage of this offer?

Such clubs promote better understanding of different people, create additional interest, provide opportunity for better acquaintance and social functions.

By All Means--A Foreign Language Club!

ONE OF THE MOST ENJOYABLE of school activities is a foreign language club. A language club can provide a variety of activities in itself, and if a student is limited by time to participation in only one extracurricular activity, the language club is the one which he should choose.

A foreign language club is made up of students who are in one particular group of language classes such as German, French, or Spanish (or Latin). Its main purpose is the furtherance of the student's interest in his chosen foreign language through social activity. It accomplishes this purpose by holding meetings, parties, picnics, presenting programs, and taking part in larger programs which are presented in school assemblies.

To achieve the most desirable results, the club ought to be organized at the beginning of the fall term. It is usual to allow anyone who is enrolled or has been enrolled in the past in any of the language classes to become a member of the club. At the first meeting the club ought to be organized and the officers elected. The next meeting or social occasion should be planned for and a committee should be appointed to draw up a program for the year.

Programs presented should be of such nature that use is made of the foreign language or something can be learned about the people who use the language as their own. Enjoyable party games and skits which do this can be played and presented, and members will have the opportunity to use the language or see it used in other than a classroom situation. Sociability will thus serve to reinforce the student's interest in his studies.

ERWIN F. KARNER
Milwaukee, Wisconsin

Speakers who can speak and/or show movies or slides of the country where the language originates can be invited to the meetings or parties. Their work will be much appreciated and will serve to add living experience to the textbook experience which a student is having while learning the language.

Taking part in school assembly programs ought to be another function of the language clubs. Either individually or collectively they should be made responsible for one or more assembly programs during the year.

A wide variety of program material is available for such presentations. Plays, skits, and song fests are in order, and while the programs will be mostly of an entertaining nature to the students (partly educational), they will give the club members a chance to try out their talents along new lines in the foreign language. The purposes of such programs will be many: to call attention to the clubs, to call attention to the language offerings at the school, to broaden the interests of the students, or to awaken the interest of the students in language study.

During the year too, a large project can be worked out which will be worth-while beyond the interests of the club members themselves. In the years after World War II a popular project was the sending of packages overseas to families which suffered as a result of the war or post-war adjustment. Money and articles were collected from and by the club members to pay for or be included in the packages destined for overseas.

Members spent part of their free time working on this project. Names of needy families were obtained through duly authorized agencies, and the articles to be included in the package were chosen in such a way that they would be the ones most needed or wanted by these families. Often letters of appreciation were received from the recipients (written in the foreign language of the club), and the club members could point with pride to the wider importance of the function of the club.

Sometimes all of the language clubs at the school worked together on these projects, thus making possible much larger programs. However, this led to friction as to which work each club should do, and unless the work can be coordinated by a single authority, it is probably better if the individual clubs work alone.

Such projects may or may not be feasible now. If not, certainly others can be thought of and worked out which will be richly rewarding in satisfaction to club members. Good publicity can and should be obtained for successful work done along these lines, and although the work ought not to be done with the intention of promoting the club, once done the club should be proud and willing to promote its interests by calling attention to its work.

Foreign language clubs may also be interested in sponsoring summer study tours to foreign countries. Certain schools and groups have organized special summer classes (in Mexico, for instance) in which students can spend six or eight weeks studying a language in an area where the language is used. The expenses involved in such a program are not great, and if enough members of the club are interested in the program, they can make the trip together and study together.

Toward the end of the school year—to close out activities—an international dinner might be held. That is, all the language clubs will join together to hold a dinner for all the members of the clubs and for any of the other students who would like to attend. For such an occasion the dining room can be decorated appropriately for each of the peoples which are represented by the languages of the clubs. The menu will consist of dishes from such peoples' countries.

Finally, the language clubs ought to be aware of their responsibility about the school for promoting interest in international relations and things foreign. Unfortunately, Americans still

tend to look inward too much, even though we are living in an age when the future of our country is largely determined by what is happening abroad. Language clubs are organizations whose function it should be to call attention to foreign countries and what is happening in foreign countries. The clubs ought not become political organizations, but they should do what they are able to do to remind students that other lands have worth-while cultures.

Along this line, perhaps the language clubs will be able to sponsor or help sponsor a foreign student who is attending school in the United States. (He need not be a student from the country where the given language is spoken.) There are many such students in the United States today, particularly in our colleges, and any friendship which is shown to them by American students is appreciated, especially during their period of adjustment.

Yes, a foreign language club can provide language students with an endless variety of interesting and beneficial activities. For the individual student, membership in such a club can be one of his most satisfying experiences. There is something about the make-up of a language club which cannot be equalled by any other campus organization. There is not the competitive spirit that is present on the school newspaper or the athletic teams. There are no prima donnas as there are in musical, dramatic, or literary groups. With these elements absent, the club members can associate together in friendship and cooperate together in activities.

Foreign language clubs are necessary at every school!

ANSWERS

ST. PATRICK'S DAY PUZZLE



ASSEMBLY PROGRAMS

for April

An individual learns more easily through both his eyes and ears than through either alone. Dramatization and demonstration are always interesting in an assembly program because they offer a pleasing change from the usual address form of public presentation. It is surprising what an effect even a few simple pieces of equipment will have in gaining and holding attention.

Attractive songs should be used for assembly singing. Fretwell says, "The assembly music, especially the singing, is the most important single assembly activity. . . It is the singing school that makes for the happy school. . . Singing should be the one event that is a part of every assembly." If religious songs are sung, and many are appropriate, not all of them need to be the slowest ones in the book.

A good variety of old Southern melodies, war songs, sea songs, airs from the operas, well-known semipopular songs, standard love songs, and others which the students love to sing, will provide wholesome enjoyment, and perhaps more than anything else, build general school unity and morale.

Generally speaking, announcements should not be included in the program. Too many assemblies are merely series of announcements, long and confusing. The place for announcements is in the home room or other small group where the student who does not hear well can hear them, and where any misunderstandings can be easily and promptly cleared up. It will be necessary occasionally to make announcements in assembly periods, but these should not be scheduled as a regular part of the program. Moreover, such instances should be rare.

BILL OF RIGHTS PROGRAM

Presented in December, 1956

Narrator: Tomorrow, December 15, marks the 165th anniversary of the adoption of the Bill of Rights. In 1791 a sufficient number of states had ratified the first ten amendments to our Constitution to make them a living part of that great document. To commemorate that event we are going to listen in on a discussion of the Bill of Rights by some members of an American History class. I believe they are ready to begin that discussion now.

Curtain opens: Seated around a table are seven students. Five are facing the audience and

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UNA LEE VOIGT
Enid High School
Enid, Oklahoma

et al.

two are seated at the ends of the table. Books are spread about the table.

Tom: Now that we are all here will someone please tell me what this is all about?

Fred: You know, Tom, as well as the rest of us, why we're here. Tomorrow is Bill of Rights' Day and our instructor is celebrating it by giving us a test on that noble document, Monday, December 17, 1956, second period. Furthermore, we are here to forestall that same teacher from giving us some round goose-eggs in that test.

Frank: Who cares about the Bill of Rights? That's what gets me about history; they're always harping about what happened a hundred years ago. Who cares what happened a hundred years ago? We're living today. That's enough for me.

Jack: The Bill of Rights is living today, too, Frank.

Frank: What do you mean?

Jack: I mean that the rights which our ancestors wrote into the Constitution back in 1791 are still protecting us today.

Frank: That sounds good, but can you prove it?

Jack: Well, Mary, over there, has a book. How about reading the first amendment to us, Mary?

Mary: Sure, I'll be glad to, so long as somebody else explains it.

Jack: Ruth, over there, is a scholarly girl, suppose we let her explain it.

Ruth: Oh, thanks! I appreciate that.

Mary: Reads the first amendment. Ends up with, "Well, what does it mean, Ruth?"

Ruth: I'm no expert on the subject, but it seems to me that the amendment mentions five things that the Congress can't do. They can't stop a person from worshipping as he pleases. They can't stop a person from speaking or writing what he wants to, so long as it is the truth. Furthermore, the amendment says that the people can assemble or meet together as long as they are peaceable. Finally, it says the people are free to

petition the government to correct any grievances or abuses that might exist.

Frank: Why do those things have to be written down? Why can't we have those freedoms without having to put them in writing?

Kate: How do you know what rights you have unless they are written down someplace? They have to be down in black and white so everybody can read them and understand them.

Fred: I think Frank understands as well as the rest of us that the Bill of Rights is important, and that the rights have to be written down. What he doesn't want to do is to study them.

Jack: All anyone would have to do today to understand the importance of our democratic rights is to read the paper. How about the Hungarian people, Frank? They lost the kind of rights that you and I enjoy every day, and thousands of those brave people have died in a futile attempt to regain their freedoms. The unfortunate thing is that many things we have, we don't appreciate, until we lose them.

Mary: I think the main reason why we don't appreciate our freedoms, is that we didn't work to get them. Our ancestors fought for them and they have been handed to us on a silver platter, so to speak.

Ruth: That's right, but somebody said, "The price of liberty is eternal vigilance." So if we don't watch out some would-be dictator is liable to come along and kid us into playing "follow the leader." That's what happened in Nazi Germany just before World War II.

Frank: Let's hear a couple more of those rights. Maybe I've been missing something. Does it say anything in there about freedom from school?

Tom: No such luck, Frank, but I'll read another amendment. This is the fourth. Reads fourth amendment. Ends up with—"Well, who's going to explain that one?"

Ruth: Let Fred take that one.

Fred: Oh! you kind thing! Well, to be brief and to the point, that amendment means that the government may not search a home or a person, or arrest a person, without reasonably good cause, and then only when the official who makes the search or arrest has a legal warrant to do so.

Frank: Boy, is he a brain! If I ever came out with a sentence like that, my father would be taking me to a psychiatrist.

Kate: You're always pretending you don't understand things, Frank, but when it comes right down to it, you get just as good grades as the rest.

Jack: You know, we always hear a lot about the right of trial by jury. We'll sure meet that in the test. What amendment is that found in?

Mary: I have it here, Jack. It's the sixth

amendment. It says, "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed. . ."

Frank: (Breaks in on Mary's reading.) Mary, I hate to interrupt you, but we're keeping all those people out there from their classes.

Tom: Yeah, what do you say we wind up this skull practice?

At this time all seven students get up from their chairs, pick up their placards, line up in front of the tables, with the placards in front of them, held waist high. These placards contain the following words: (1) Bill of Rights; (2) Adopted 1791; (3) Freedom of Speech; (4) Freedom of Press; (5) Freedom of Religion; (6) Freedom of Assembly; (7) Trial by Jury.



Accentuating the Positive

They recite in unison the following verses:

Before we leave the stage today,
There's one more thing we'd like to mention,
To keep these rights of which we've spoken,
Will require our attention.

So read about your rights and freedom,
Learn to hold them close and dear,
And the future of our country
Will be safe; we'll have no fear.

— Exit or Curtain —

HOBBY ASSEMBLY Student Council

Suggested Scripture: Luke 8:9-16

National Hobby Month is observed in April. Hobbies are beneficial as an avocation or leisure time pursuit and an aid in promoting juvenile excellency. The week is sponsored by the Hobby Guild of America located at 550 Fifth Avenue, New York 19, New York.

Hobby demonstrations are appreciated. Marionettes, soap sculpture, and spatter paint pictures are enjoyed by an audience. A trained dog performed on a junior high hobby assembly. Tricks on bicycles and roller skates are good numbers. Exhibits and collections are presented by interviews and brief talks entitled "What My Hobby Does For Me."

Skits showing hobbies as a Futurama in art, music, and inventions is interesting. The master of ceremonies acts as the promoter of the Space Ship, "Futurama." He interviews the students with hobbies. The contestant must show the future development of his hobby.

A dinner scene showing changes in foods could present the future achievements in chemistry and home economics.

AN AWARDS ASSEMBLY **National Honor Society**

An award concurrent in most schools during this month is the announcement of membership to National Honor Society. While award assemblies can be overdone to the point of diminishing returns, there is a certain value in this program.

Not only does the National Honor Society Assembly recognize outstanding students, but it can be as well, a program which challenges the entire student body to better leadership, service, character, and scholarship. The skeleton idea for such a student-executed assembly in which the "kinks" have been removed through years' experimentation follows.

1. Stage setting: On center stage levels chairs are placed to accommodate all the new members who are to be initiated. If these levels or risers can be covered with a dark material (old worn velvet draperies work beautifully if available!) so much the better.

Down center (in front of the risers) is placed a table (draped if possible) on which are five tall white candles arranged in a row across the table. The center candle is lighted.

Down left stage on a diagonal are enough chairs to accommodate all the "old" members (those initiated the previous year) of National Honor Society.

Down right stage on a diagonal are enough chairs to accommodate representatives from the civic groups presenting additional awards. If this is not a part of your school's awards, these chairs can be omitted and the old members' chairs equally divided on right and left stage.

Up center stage (directly behind and center of risers) is a simple archway from which the new members enter, and hanging above this archway is the National Honor Society crest. (This can be made by either stage crew or art students.) Cut from either plywood or cardboard, this is merely an enlargement of the crest; if cellophane is placed over the shape of the flame from the torch and a light wired within, the flame will appear to be afire.

2. Order of events: Save for the old members and those presenting awards on right and left stage, the stage is void as the curtain opens. The center candle is burning at this time.

The chairman, selected from old members, announces the assembly with an original opening expressing the importance of this occasion. Then, as he calls each name the new member announced appears in the archway, standing for a few seconds before walking to designated place on riser and remains standing. (Appropriate background music is heard from off-stage during this part of the program, either live or recorded.)

After each member has been announced and is standing with the group, the new members sit down together. The chairman introduces the next part of the program which pertains to four criteria set up by National Honor Society.

Other old members have been selected to speak on this portion of the program. As the member goes behind the table, he or she lights a candle from the center candle and says, "This candle represents ———." The word character, leadership, service, and scholarship will be inserted into the blank, according to which topic is being discussed.

These members have planned their own speeches on the topic assigned them. This involves a certain amount of research, original thinking, and oral practice, but it is well worth the time in this student-executed assembly. At the close of the four speeches all candles are lighted, and remain so during the remainder of the program.

The chairman instructs the candidates to rise and they repeat the National Honor Society pledge after him. Then, they are seated.

The chairman introduces the civic representatives who briefly present other awards. (Perhaps some of these awards will be given certain members of those students in the audience who may come up on stage to receive the honor.) This portion of the program can be omitted. Traditional Harvard and Princeton awards as well as scholarships are given at this time in our school.

The chairman closes the assembly in a manner befitting the school and the occasion. Many schools may want to close with the school hymn, or with a short speech by the principal; or the chairman himself may leave an inspirational message with the audience.

This assembly is a dignified and serious one. Every detail must be well cared for in advance to insure an impressive program. It is possible to modify this idea to fit in with another type of award or recognition assembly.

"WESTERN TALENT PROGRAM"

"Howdy everybody! Welcome to the Circle O Ranch," greeted the "Sharpshooter," master of ceremonies for an Ohio school assembly program. This "Home on the Range" show was fashioned

after a Western ranch, the set including a cross-bar fence, campfire, and heads of horses peering around the corner of the backdrop.

The emcee introduced the first number, and three cowboys came from the fence top with their guitar, bass viol, and accordion to play "Don't Fence Me In," while another jean-clad student did the vocal. Other members of the troupe were arranged around the campfire, and would come forward to do their number as announced by the emcee.

One girl, supposedly from south of the border, did a Spanish Rumba, followed by a "Tumbling Trio" who did antics on the parallel bars, which served as their horses. The round-up continued with a juggler, a magician (trying city-folks' tricks), a cowgirl dance, western jokes, and a comical number, supplemented with motions by the Boys' Octette.

As grand finale the "ranch hands" sang, with the audience joining in, "Home on the Range" while the tumblers built a complicated pyramid and the stage lights dimmed to a purple hue as in a sunset.

And what were the behind-the-scenes plans? A student chairman was chosen from the student council to arrange and direct the annual affair. This chairman held tryouts, open to all, two nights after school.

Selections of the best acts were made, and after three two-hour rehearsals the show was put on for the school. Only thirty minutes' time was allowed; therefore, each act had to be timed to the second, and encores were refused.

This type of program gives the students an opportunity to display their talents and express themselves. The group also had the thrill, and worry, and trouble, too, of putting on their own show for their own classmates. It is the students themselves who know what their age wants and that is just what they received.

A MAGIC SHOW

This program, presented by the Magic Club of a California high school, one of the few magic clubs in high schools of the country, was one of the most interesting assemblies of the year. All performers were strictly high school students and members of the club.

After the assembly had been called to order and all students seated, lights were dimmed and the spotlight from the balcony revealed a puff of smoke on the stage floor and the master of ceremonies appeared.

After one or two sleight-of-hand tricks, he introduced the first number. This magician tied

together three different colored silk handkerchiefs, rolled them together, and unwrapped a beautiful American flag. This was his best act.

Then came the Chinese card expert. This Chinese boy performed his tricks by pulling cards out of the air and from all unbelievable sources.

The third act featured the president of the club and the most experienced magician. He presented "Princess Badda" who "sees all, knows all, and tells nothing." The magician then proceeded to go through the audience asking for questions to be answered by means of a very clever key system. "Princess Badda" was able to answer and describe articles given to the magician by the students.

This part of the performance made the biggest hit with the students and is a stunt that could, with some practice, be performed by two or three clever students. It lends itself very nicely for a rally.

Among The Books

MAJOR SPORTS TECHNIQUES ILLUSTRATED. "How" and "Why" told in this book. Designed and illustrated by Tyler Micoleau. A. S. Barnes & Company, 232 Madison Avenue, New York 16, N. Y.

The fundamental techniques of baseball, football, basketball, and track and field are analyzed and illustrated by famous coaches and a well-known artist in "Major Sports Techniques Illustrated." The book includes sections on: Baseball—by Ethan Allen, Yale University; Football—by Jim Moore, New Haven State; Basketball—by Forrest Anderson, Bradley University; Track and Field—by Don Canham, University of Michigan.

Each section includes information on training and practice; selecting and using equipment; how to master the basic fundamentals and how to build advanced skills. Tyler Micoleau's detailed action drawings illustrate what the text describes, paragraph by paragraph. This method enables the reader to quickly grasp even the most difficult sports techniques.

HANDBOOK FOR STUDENT COUNCIL ADVISERS

By Lou McMonies and Genevieve McDermott
The cost is \$1.55 including postage and
may be ordered through the

MANUAL ARTS HIGH SCHOOL BOOK STORE
4131 South Vermont, Los Angeles 37, Calif.

News Notes and Comments

National Wildlife Week, 1957

There are many special observances of days and weeks through every year. Few succeed in capturing the imagination of people like National Wildlife Week. It is being celebrated this year during the week of March 17-23. National Wildlife Week was first proclaimed by the President way back in 1938. Since then it's been a regular landmark on the calendar, traditionally including the first days of spring.

The purpose of the Week is to get people thinking in terms of what they can do to keep America a nice place to live in. This job, says the sponsoring National Wildlife Federation, requires taking care of our country's rich soil, water, forest, and wildlife resources. Each year a different theme is emphasized during National Wildlife Week. This year it is the housing shortage for wildlife.

Pan American Activities

Because I believe that America will harvest the best fruit from the tree of neighborliness only after the roots have penetrated deeply among American youth, I call on each one of you to make yourself a link in the growing chain of inter-American friendship, just as our countries joined to form the Organization of American States 67 years ago this April 14th.

I know you all love to explore and to make new discoveries; therefore, I hope that you, with the help of your teachers and club leaders, will make this Pan American Day the beginning of an adventure in discovering our 21 sister republics and their peoples, customs, games, music, and dances. It will be fun!—Jose A. Mora, Secretary General, Pan American Union

Allied Youth, Inc., Celebrates

Allied Youth, Inc., which celebrated its 20th anniversary in November, is primarily noted for its scientific presentation of the facts of alcohol. It helps the Youth of America in other ways, through its program of "fun without alcohol." Allied Youth helps to weld these youngsters into strong Americans by giving them timely advice on good manners, citizenship, etc.

Young people from all parts of the United States and Canada attended Allied Youth's 11th International Conference at Buck Hill Falls, Pa., November 15 to 17, participating in discussion groups designed to strengthen alcohol education programs in the schools.—Illinois Education

The Theme Is Important

Four points would seem to be essential to a really successful yearbook. They are: photography, layouts, prose, and most important of all, theme. Stating that theme is the most important element does not mean that this theme should overburden the main function of a yearbook. That function is, of course, a record of the events of the past year.

Nevertheless, the theme is the element which makes that record attractive. It should be regarded as a subtle backdrop, or as something like a setting which provides an embellishment for a stone. Racing forms and insurance statistics are admirable as records. But there is no beauty in them.—Rev. Brother Michael, O.S.F., St. Francis Preparatory School, Brooklyn, New York; Photolith

Develop Hot-Rod Clubs

1. Choose mechanics and adults interested in hot-rods.
2. Set up rules from this group for a club.
3. Ask officers of the law including State Highway Patrol, to assist.
4. Publish a hot-rod magazine of good and useful information.
5. Suspend members who are arrested.
6. Return membership in specified time to those who have complied with club regulations after suspension.
7. Use films, parades, driving associations, famous racing drivers, and juvenile officers to assist in club promotion.
8. Take cars to speedways and lakes and off-the-highway sites for races.
9. Secure a "dragstrip" or roadway by requesting the police to set off a highway strip and supervise it as special times, or use section of small airport.
10. Direct the energy of the boys through cooperation and assistance, channel the club for organization and facilities.
11. Consult the city attorney for limitations, responsibilities, and liabilities as recreation department co-sponsor.
12. Police and service clubs may sponsor, not necessarily recreation departments.—Youth Leaders Digest

Organize National Group

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ican Driver and Safety Education Association is being formed under sponsorship of the National Commission on Safety Education, NEA.

The proposal for the new organization was made at a recent conference of driver and safety educators at which Carl Buffenbarger, president, Indiana Driver Education, and superintendent of buildings and supplies for Columbus city schools, represented Indiana.—The Indiana Teacher

Coming Events

Salvation Army's 77th Anniversary in the U.S.—March 10. 120 West 14th Street, New York 11, N. Y.

Girl Scouts of the U.S.A. Week—March 10-16. Theme: "Scouting Is a Family Affair." 155 East 44th Street, New York 17, N. Y.

Vocational Opportunity Week—March 10-16.

Red Cross Month—March. Theme: "On The Job When It Counts." Jane A. Delano, Founder of Red Cross Nursery Services. March 12 is her day.

Jewish Youth Week—March 15-22.

National Wildlife Week—March 17-23.

Camp Fire Girls Week—March 17-23. Theme: "Together We Make Tomorrow." 16 East 48th Street, New York 17, N. Y.

What You Need

FREE AIDS FOR PHYS ED PROGRAMS

The Northeast Intermediate School of Midland, Michigan, has a series of aids which they have developed for use in boys' physical education classes. The pamphlet, "Associated Learnings Pamphlet," includes rules for many activities, suggestions on how to officiate contests, history of many sports, vocabulary, and safety precautions for each activity.

Also, they have a 16mm. silent color movie of boys' and girls' physical education programs in action. The picture emphasizes program contests, teaching methods, evaluation, teaching aids, reference material and can be used to stimulate or improve programs in physical education as well as dads' or mothers' night programs, sports nights, or recreational enjoyment.

These items—the Associated Learning Pamphlet for junior high school and the colored movie—can be secured free of charge by writing to Dr. E. R. Britton, Supt. of Midland Public Schools, Midland, Michigan.—The Coach

School Activities

How We Do It

"CHILDREN SHOULD BE SEEN AND NOT HURT"

Grass is the best playground surface for children, so if you are lucky enough to have some, protect it during the rainy season by transferring physical education activities to an all-weather game court. Grass will withstand a lot of foot traffic when used carefully, and if the soil is suitable for maximum growth. Ask your county agent to test the plot. With proper chemicals, fertilizers, and in the correct combination, a soft grassy area will be available for several months during the school year.

If sufficient funds are not available for a safe, smooth, all-weather playground, lift the pupils and teachers out of the mud, by covering the areas of hard usage with road gravel; since the fine particles will track into the building on wet days, cover this road mixture with "Bird's Eye" pea gravel. These round, polished "marbles" are not conducive to cuts and abrasions—they are too large to adhere to the clothes and shoes and be carried into the rooms to mar the floors; they are washed clean by every rain.

Many schools have all-weather surfaces made of hard, abrasive, road pavement asphalt. In the May issue of *The Journal of Health and Physical Education* and in the same number of the *American School Board Journal*, it is suggested that these gritty surfaces be sealed frequently, to: (1) reduce accidents; (2) protect clothing and equipment; (3) cut maintenance costs; (4) increase the life of the pavement.

Common sense dictates that the building should be kept painted—roofs top-dressed. The same reasoning applies to the asphalt pavements. On the highways, millions of red-hot tires keep the sharp stone chips pressed below the surface, and the friction of traffic melts a portion of the bitumen; this keeps the highways in a rich, black color. The same is not true for private driveways, playgrounds, and game courts. The scuffing of foot traffic wears away the asphalt—since there is no appreciable weight, the jagged crushed stone chips protrude on the surface, leaving dangerous "saw-tooth" edges exposed.

An asphalt which dries quickly, and contains no oil as thinner, must be used on playgrounds so the surface will not become sticky in hot weather. A filler is needed to level up the voids around the knife-edges of the quarter-inch chips; a tough, resilient, fibrous binder is necessary to cushion the falls, prevent abrasions, protect shoes, knees,

elbows, and athletic equipment.

These "carpeting" materials can be spread with the truck-mounted agricultural lime spreaders, push-brooms, and rubber squeegees for \$0.18 per square yard. One application every six years, and the costly base mat of asphalt concrete will never wear out.

Every school can now have all-weather playgrounds, if the officials will plan carefully, and proceed slowly, so that the maximum area can be surfaced with a minimum expenditure of school funds.

All-weather playgrounds are continually being torn up as the bulldozer is digging for a new addition. Seldom is the asphalt and base gravel saved to be used again on the new playground—it is just piled up with the dirt and clay from the excavation. The gravel and asphalt can be peeled off the surface with the grader; it can be stock-piled, the same as is done with the black soil when a basement is dug; it can be spread out again over the playground for the new addition—rolled down, and treated with a new top-coat, as explained on page 116, May *American School Board Journal*. Thousands of dollars can be saved for other equipment and facilities, by using this procedure; thus the entire health and physical education program benefits.

No school has sufficient funds to give the pupils and teachers the large all-weather area they need for a comprehensive health and physical education program. So, instead of a small, costly plot each year (as much as the budget will allow), plan for several years ahead; start with as large an area as can be handled over a three-year period, and proceed with the inexpensive seal coat methods.

After three years, if finer-grained materials are used for each application, you will end up with a plane, smooth surface, the like of which you have never seen. The improvement will be easy on the budget. The playground will be lifted out of the mud stage after the first treatment.

Since there is shifting of the earth under a new pavement during the two following winters, after fresh fill and excavating, blotchy patchwork can be avoided by proceeding from playground mud, to an all-weather area, by means of the "three-year" plan. Budget the funds in advance, so that a wide expanse can be improved during this time interval, and thus obtain quantity discounts each year: (1) when buying materials; (2) when scheduling the machinery.

A local grading or excavating contractor can achieve the desired grades and slope, and complete the initial layer of gravel during the first summer vacation period. (Small, individual contracts, let locally, help keep the costs to a minimum.) Three inches of gravel will suffice for foot traffic—six inches for parking cars—eight or ten inches if the delivery trucks will be using this space during the spring days when the frozen base is thawing out.

Soak the new gravel mat with liquid asphalt. (Avoid tar on a school playground because of the brittleness.) Blot up the excess bitumen with smooth, round, pea gravel, using the agricultural lime spreaders for a quick and uniform distribution. The whirling fans throw out a windrow thirty feet wide, and the inertia causes the particles to roll into, and fill up, the low spots; you get a plane surface without a lot of handwork.

Use this playground for one school year. The pupils will be lifted out of the mud. The pounding of foot traffic will pack the base better than can be done with ten-ton rollers, and at no cost to the district. The teachers will not be choked with dust, nor blinded by sun glare, as happens when white crushed stone chips are used as the blot coat. The custodians will be relieved of mud, clay, and grit being tracked into the building.

During the second summer, level up any hollows, and soak again with liquid asphalt, but this time use either torpedo, or plastering sand for the blotting material. This application will make the surface look like the county roads which have been seal-coated.

The third application consists of filling any low spots where the base may have settled during the second winter. (The customary procedure is—complete the whole job with costly, hot-mix asphalt during the first summer. A year later when the cracks, low spots, and frost boils have been patched, the playground surface contains a lot of "black eyes.")

By using the "three-year" plan, the weak spots which always develop, are remedied before the final top-dressing is applied; consequently no patches are visible. Spray on a light coat of asphalt-and-water-homogenized, (no oil, please); use dune sand as the filler. Plane off with rubber squeegees, and an ideal surface can be achieved; you will have the smoothest surface in the region; the cost for the three years will amount to a little over a dollar per square yard; just about half the average cost of \$2.60 per square yard as quoted in July, 1955, **American School Board Journal**, from the results of a survey of school business managers.

For full report on this project
see article on page 215



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You will have such a smooth, tight seal that the playground will need no attention for ten years. If you have the money to top-dress the surface at this time with natural rock asphalt from the Missouri deposit, the game courts will be good for thirty years.

For a resilient mat, the fourth year a rubber top-coat can be applied for a few cents per square yard. Contrary to popular opinion, rubber is not expensive for schools. It will make those hard, abrasive pavements, resilient carpets on which children can enjoy the play periods and lose all fear of injuries. The task of wearing out the rubber will be as difficult as it is now to actually wear out an auto tire.

Playground areas around the swings and apparatus are conducive to injuries. The best "cushion" for these danger spots are piles of rubber strands. Safe landings are assured; the strands are clean; they will not adhere to the clothes; they will not absorb water; dogs and cats will not contaminate the material; they are not easily kicked out of the pits; they are inexpensive. These eight advantages of rubber strands, are all disadvantages of tanbark, which is seen on many playgrounds, because there was nothing better available at the time of purchase.

Rubber strands make the best filler for jumping pits out near the track, and in the fieldhouse. Pole-vaulters especially, appreciate the mounds of rubber, which give the falling body a "downy" landing. (The fall won't hurt one—it's the sudden stop!)

Pugilistic activities on the playground are a continual ordeal of headaches for the teachers and administrators. There is just one way to eliminate this source of ulcers. Before initiating the "three-year-plan" for an all-weather program, consult the teachers and custodians. Lay out the area for the most efficient, and most complete arrangement of game courts which all concerned, together, can draw up.

A primary teacher told about an instance

where the first day had been completed in an improved program, and a physical education teacher had been added to the staff for the first time. The room teacher remarked how much better the children performed in the classroom, after having a good workout on the game court with the physical education teacher in charge. (All that the youngsters need is the proper kind of exercise in which they can experience the thrill of success, early in their endeavors.)

Include all of the games the teachers know will be enjoyed by your own pupils; erect all of the apparatus on which beneficial skills can be taught, and participated in, during free time. Don't forget the self-testing activities for those pupils who are not so successful in team games—the fatsos, the over-age, the pee-wees, the physically handicapped.

Playgrounds without plenty of interesting things to do, deteriorate into brawl amphitheatres where the strong torture the weak. If school administrators would equip their playgrounds for every game and activity—if a school will install this entire cumulative list, which has been devised by ingenious teachers from all over the nation, that school will be the first one where the youngsters will rush out to play, get that necessary physical exercise, and march back to their rooms again to rest and do some concentration upon subject matter, with never a thought of disturbing the class with "juvenile delinquency" pranks.

Right here, and not in the laboratory for psychoanalysis, lies the remedy for all of the disciplinary problems, which are being written about, talked about every day, but about which no one does much of anything, but resign and accept the pension no matter how small it may be at this early date. Angelo Patri wrote in his column August 26, 1955: "These youngsters should be busily engaged on the playing fields, interested in their teams, clubs, and similar group activities.

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Parents are responsible, and with responsibility must go authority." Since so many parents never read Patri's column, the school must bridge the gap.

If game and goal standards, net supports, are set into metal sleeves, sunk below the ground level, they can be removed when the seasons change. Should the area be used for a skating rink, the metal sleeves should be capped and covered with a few handfuls of asphalt (sand-mix), which can be dug out easily when it is time to set up the standards again. These posts rust through rapidly, just at the point where the ground moisture and the air constantly attack the metal. By removing these posts occasionally and keeping the part below the ground painted, the metal will not rust out at this vulnerable point.

1. Protect the grassy areas during the wet weather.

2. Cover stone playgrounds with clean pea gravel.

3. Keep the old asphalt surfaces smooth and resilient.

4. Benefit by using the "Three Year-Plan," for an efficient play area around the new buildings, at a small cost.

5. Safe playgrounds are not expensive when extra effort is made in proper planning of the procedure.

In the past, all-weather playgrounds have been considered an expensive luxury. The chemistry of asphalt is so simple, power machines are efficient and quick, the proper materials used in a consistent sequence, make the safe school playground a necessity—not a luxury. All that is needed is more published information on this neglected subject—to remedy the most serious problem for teachers, pupils, and parents—PLAYGROUND MUD!—C. R. Barkdall, Educational Consultant, Downers Grove, Illinois

"SOMETHING OF VALUE" VIA THE LIBRARY

Afraid to go into the library because your buddies will call you a square? Don't be, for here are some facts and figures that will make you proud you even think of using the library.

For instance, the library now has such interesting magazines as Hot-rod, Flying, Popular Mechanics, Popular Science, and Sports Illustrated for

the boys; Seventeen and Charm for the girls. If you can't read, these magazines feature glossy color pictures. In all, the library has 38 magazines.

The library also has many fine books. Now, I know that books take longer to read than magazines and don't have fine pictures that magazines have, but it seems as though out of the 2,384 books that the library has, you could find one book that you could at least read the first and last chapter of.

Even if you are called a square for checking out books you will be relieved to know you are not the only square in school, as 637 books were checked out for the month of October.

Do you like fiction? If you do, at least you are an average square because fiction seems to be the most popular type of reading material.

For the boys, adventure, sports, and science are the most popular of fiction. The girls go more for stories about school or college life, girls, and family life.

If you like to think of money instead of reading books you may think about every last cent of the \$7,000 that the books in the library are worth.

By the way, don't be in a hurry to get out of the library, once you get in, for it seems one student took a 20-foot running start at the door only to find out it was locked. He is expected to get out of the hospital any day now.—Hubert Barker, Umpqua Chief, Reedsport, Oregon, Union High School

Comedy Cues

And There Are Bugs

Professor: Name the five most common bugs.
Student: June, tumble, lady, bed, and hum.

Who? Which? What?

Uncle Bill threw aside a letter he was reading and uttered an exclamation of disgust. "Doggone it!" he cried, "why can't people be more explicit?"

"What's the matter now, Pa?" asked his daughter.

"This letter from home," he answered, "says father fell out of an apple tree and broke a limb."

Where's Atomy the Bum?

"I'm Brave Hawk," said the Indian Chief, introducing himself to a paleface.

"This is my son, Fighting Bird," he continued, "and this is my grandson, Four-Engined Bomber."

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